

Topic/Lesson	Food Chain Third Grade
Objective(s)	<ul style="list-style-type: none"> • Students will be able to identify and describe the three main parts of a food chain: producers, consumers, and decomposers • Students will be able to create a food web accurately demonstrating their knowledge of food chains • Students will understand how vital all parts of the food chain are and that one missing species can throw off the entire food chain or ecosystem. • Students will be able to explain how the decreased population of Atlantic sturgeon can negatively affect other parts of the food chain.
Materials	<ul style="list-style-type: none"> • computers and internet • construction paper • Internet search engine (ex. www.yahoo.com, www.google.com) • magma.nationalgeographic.com/ngexplorer/0309/quickflicks/ • colored pencils/crayons/markers • writing paper (attached below) • homework paper (attached below)
Vocabulary	<ul style="list-style-type: none"> • food chain • producers • consumers • decomposers • Atlantic sturgeon • herbivores • omnivores • carnivores • endangered • extinct • threatened • ecosystem • species
Procedure	<ol style="list-style-type: none"> 1. Begin class by asking students to write down what they ate last night for dinner. Next ask students to think about and write down what they might have eaten in their ecosystem, or habitat, and so on. 2. Discuss the idea of food chains and how important they are. Make a list on the board of the major parts, the sun, producers, consumers, and decomposers. Have students name examples of each.

	<ol style="list-style-type: none"> 3. Watch short movie online (teachers can project movie from their computer or have students watch the quick flick on their own. 4. Have students complete the short online quiz following the movie. 5. Next pair students up and have them use your preferred internet search engine to look up Atlantic sturgeon. Pairs are looking to record information about what they eat and who their predators are. 6. Teacher models making a food chain diagram with arrows, starting with the sun and ending with species at the top of the food chain. 7. When done researching, partners must create a food chain diagram beginning with the sun and ending with whatever hunts or eats sturgeon, using construction paper and drawing/coloring materials. 8. Share diagrams and ask partners to explain which species are producers, consumers, or decomposers. 9. Pass out writing prompt and orally discuss. Have students write their answers to the prompt. Volunteers share responses. Discuss. 10. For homework students should list three things people could do to help increase the Atlantic sturgeon population.
Accommodations/ Modifications	<ul style="list-style-type: none"> • peer partnering • written instructions to follow-multiple steps • altered assignment • scribe • information read out loud

STUDENTS COLLABORATING TO UNDERTAKE
TRACKING EFFORTS FOR STURGEON





Writing Prompt

You have just learned that every species plays an important part in the food chain. If one animal or species is disturbed, or becomes extinct, it will affect all of the other living things in the food chain.

The Atlantic sturgeon is a candidate species. They are not listed as threatened or endangered yet, but their population numbers are very low. If something is not done to help save the Atlantic sturgeon, they could become endangered and eventually could become extinct.

Predict what would happen if the Atlantic sturgeon did become extinct, and were no longer a part of the food chain. What might happen? What other living things would be affected? Would it be a positive change or a negative change? Explain.



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Name: _____

Homework

Come up with three things people could do to help save the Atlantic sturgeon, and increase their population so they do not become extinct.

1. _____

2. _____

3. _____
